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ABSTRACT

In 2001, Arizona's Children's Action Alliance (CCA) developed a resource for community groups interested in exploring the need for care for school-age children. Titled "School-Age Care Tool Kit: A Guide for Measuring Needs in Your Community," the resource provided step-by-step advice to community organizations on how to identify the need for programs for school-age children and how to assess existing program resources available in the community. More recently--and with a Safe and Drug Free Schools grant, CCA identified two Arizona communities to serve as "pilot sites" to conduct an after-school needs and assets assessment. This report is designed to augment the Tool-Kit by providing case studies of the pilot projects in Tucson and Scottsdale, summarizing lessons learned, and providing the tools and instruments used in both communities. Lessons learned include the following: build on existing efforts rather than spending time on creating new committees or processes; engage the community in the needs assessment process; and secure adequate resources for conducting the needs assessment. The report's six appendices include the Tucson parent survey and results, other materials pertaining to the Tucson site, and a draft of the Scottsdale parent survey. (HTH)

What Is The Need For School-Age Care?

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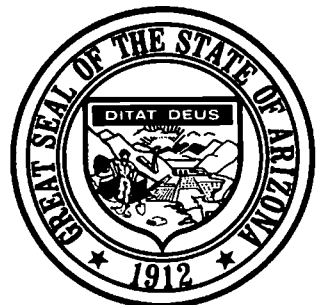
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Lessons From Two Communities

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What Is The Need For School-Age Care?

Lessons From Two Communities



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Introduction: Another Tool for the 'Tool-Kit'

In 2001, Children's Action Alliance (CAA) developed a resource for community groups interested in exploring the need for care for school-age children. Titled "School-Age Care Tool Kit: A Guide for Measuring Needs in Your Community," the resource provided step-by-step advice to community organizations on how to identify the need for programs for school-age children and how to assess existing program resources available in the community.

More recently—and with a Safe and Drug Free Schools grant provided by the Governor's Division of Drug Policy (CFDA 84.186)—CAA identified two Arizona communities to serve as "pilot sites" to conduct an after-school needs and assets assessment.

After a number of discussions, CAA decided to focus its efforts on undertaking needs and assets assessment pilots in Tucson and Scottsdale. CAA staff worked with individuals and organizations in each community to develop and pursue the needs assessment. Organizations in each community embraced the idea of being a pilot site and enthusiastically began work on the project. CAA provided advice, acted as a sounding board, participated in meetings, and reviewed survey instruments and drafts.

This report is designed to augment the Tool-Kit by providing case studies of the pilot projects in Tucson and Scottsdale, summarizing lessons learned, and providing the tools and instruments used in both communities.

Pilot Site: Vail School District

In January 2002, Children's Action Alliance (CAA) approached Southern Alliance for Youth—a coalition of public and private providers of after-school services in the greater-Tucson area—to determine if members of the Alliance were interested in undertaking a needs and assets assessment of after-school care in Tucson. After discussing barriers and opportunities presented by such a project, they decided that attempting a needs and assets assessment of all of Tucson would be too time consuming and resource intensive. Yet, recognizing the importance of this kind of information, the members discussed the possibility of one organization conducting an assessment for a smaller geographic area.

Some members remained wary of the time and resources such a project would demand and others suspected they would have difficulty garnering the support necessary to successfully complete the project. Rosemary McCain, Director of Community Services for Vail School District, stepped forward and volunteered to take on the project. Rosemary noted that as Director of Community Services it was within her purview to undertake needs assessments. In addition, she noted that Vail School District was about to conduct a survey of parents on a broad variety of issues.

Survey of Parents: In the Spring of 2002, Vail School District planned to send a consumer satisfaction survey to every parent in the district. Ms. McCain decided that the best way to gather information on parent needs for after-school services was to attach a special one-page questionnaire onto the already existing consumer satisfaction survey. After reviewing examples of other surveys, Ms. McCain drafted a questionnaire and asked CAA to review the format and questions.

To ensure that she had buy-in from other Vail School District staff, Ms. McCain discussed this project with her staff and the District Superintendent. She gathered their opinions on ways to improve the survey.

To build community support, Ms. McCain relied on her existing community collaboration—a coalition of religious leaders who had been gathering quarterly to talk about school-community issues—as a sounding board for the project. At its regular meeting in late February 2002, this group discussed the needs and assets assessment project and reviewed a draft of the survey. In addition to religious leaders, Vail School District invited City of Tucson and Pima County program representatives to participate in the discussion. Participants made several important clarifying points and suggested ways the survey could be improved.

(Appendix A)

parents in the Vail School District in March 2002. Parents were asked to return the survey to the school in a self-addressed, stamped enveloped.

Information on After-School Opportunities: While the survey was in the field, Linda Jones of Vail School District Community Services worked with CAA to develop a short telephone questionnaire that could be used to collect information on existing after-school programs in Vail. Vail District staff compiled an initial list of programs and asked community leaders to suggest other opportunities for youth that should be documented. As Vail is a small, rural community there were only about 23 out-of-school opportunities that were initially identified. These ranged from formal after-school programs offered by the Vail School District to informal drop-in programs operated by non-profits to occasional recreation opportunities such as a Tae-Kwon-Do club. Vail and CAA staff called these programs to collect information on the youth served, program structure, and schedule of services. Staff also asked program operators about their perceptions of the need for after-school opportunities in Vail. (*Appendix B*)

Results of the Survey: By the end of April 2002, the parent surveys were received at the Vail School District office. In the final analysis, Vail received 417 surveys—a 35% response rate. Interestingly, the general consumer-satisfaction survey that went out to all parents had only a 20% response rate.

After the surveys were collected, Vail staff tabulated the results. Over a three day period staff coded the surveys and entered the data using a spreadsheet computer program. This enabled them to summarize the findings and identify trends. CAA reviewed the initial summary, discussed additional analyses, and made some adjustments and refinements. (*Appendix C*)

Next Steps: At the next meeting of the community coalition—held in early May—Ms. McCain presented the results from the parent survey and CAA staff presented results from the program survey. The coalition was struck by three factors: First, the large percentage of children—particularly middle school-age children—who are going home alone after school. Second, the large percentage of parents who said they did not have enough information on after-school opportunities. Third, the relatively small number of opportunities for middle school-age children in the after-school hours.

After a robust discussion of the results and potential action steps, the group decided that they should sponsor a Town Hall on after-school issues for middle school-age children. In years past, this coalition had sponsored a broad-based parenting conference. The coalition decided that instead of holding the parenting conference they would encourage a focused community discussion of after-school issues.

Town Hall: The coalition decided that the best time to hold the Town Hall was in late summer—after school had started, but before youth were deeply engaged in activities. The purpose of this Town Hall was to inform parents of the results of the survey and talk together about how to improve after-school opportunities for youth in Vail. The Town Hall was scheduled for late August.

Vail School District staff and coalition members pursued a variety of outreach activities to ensure that parents knew about the meeting. The School District sent home flyers announcing the town hall. In addition, youth received an invitation to attend special activities that would be held on the night of the Town Hall. In the invitation, young people were encouraged to bring their parents to the Town Hall meeting while they participated in the special activities. Coalition members—mainly local church officials—spread the word in the congregations.

Ms. McCain knew that in order to get parents to attend a week-night event at the school she needed three important ingredients: a timely issue, food, and activities for youth. The timely issue—after-school programs for middle school children—was already in place. Vail, with support of funds from the Governors' Office of Children and Youth, provided pizza and drinks. In addition, Vail School District organized four special activities for youth—"mad science" experiments, arts and crafts, sports, and child care for younger children. About 100 people participated in the Town Hall.

While Vail School District did not actively seek media attention, they did provide copies of the flyer and survey summary to local journalists. This generated media interest in the needs and assets assessment being undertaken by Vail School District. The week prior to the event, the Arizona Daily Star printed an article about the parent survey and forthcoming Town Hall meeting. In addition, an Arizona Daily Star reporter attended the Town Hall and prepared an article on the event that appeared in the newspaper the following day.
(Appendix D)

The evening began with a University of Arizona professor, Christine Bosworth, discussing why it is so important to have appropriate activities for children in the after-school hours. Professor Bosworth reviewed research and provided statistics on youth engaging in risky behavior in the after-school hours. After a brief discussion of the Vail School District parent survey, participants were broken into small groups to discuss three questions: What do they think youth are doing in the after-school hours? What resources are out there for them? What can we do as a community to address this problem? After an hour of small group discussion, participants were asked to rejoin the larger group and talk about their conversations. At the end of the Town Hall, participants were informed that the community coalition was meeting the next day to determine what action steps should be taken.

This event generated much interest from parents and community members. Ms. McCain reported receiving several calls from parents who attended the Town Hall offering to volunteer in an after-school program. For example, one parent offered to show middle-school youth how to cook and another offered to help with field trips.

Implementation: The day after the Town Hall, community leaders met to discuss the event and identify next steps that could be taken to act on the issues raised in the Town Hall. The coalition decided to undertake three activities:

- 1) Disseminate information to parents about existing after-school activities. Vail agreed to prepare a booklet that will be distributed to parents describing current after-school activities for youth.
- 2) Examine successful programs for middle school youth to determine what might be appropriate in Vail. Ms. McCain plans to conduct site visits to area after-school programs and interview program directors about various issues. Coalition members have been invited to attend these site visits.
- 3) Develop programming. After reading the results of the parent survey, Vail School District officials decided that some programming for middle school children needed to be in place for intersession (Vail schools are on a modified school year calendar). As a result of the Town Hall, Vail committed to working with community partners to develop programming at both of its middle schools by January 2003.

Since the Town Hall, Vail School District and its community partners have begun to act on these recommendations. For example, the coalition prepared a listing of programs available for middle school-age children in the community. (*Appendix E*) This was sent to the parents of every middle-school student in the District.

In response to the need for more programs, Vail School District organized a variety of activities—sports, arts and crafts, computer technology—for about 30 middle-school age children to participate in during the school's intersession. These programs were offered Monday through Friday from 8:00 a.m. to 5:00 p.m. The program was fee based and low-income children received a subsidy through the Arizona Department of Economic Security. In addition, Vail School District and the YMCA have applied for a grant to bring "Citizen Schools" to the community. Based on after-school programs in the Boston-area, Citizen Schools' key components include community connections, leadership development, accessing technology, and improving writing, data analysis and oral presentation skills.

Pilot Site: Scottsdale

In early 2001, Hugh McGill, Outreach Coordinator for the City for Scottsdale, heard a presentation by Karen Ortiz of Children's Action Alliance regarding a recently developed guide to after-school program needs and assets assessment. During this presentation Ms. Ortiz noted that her organization was looking for sites to pilot test this project. Mr. McGill knew that after-school issues were of concern to parents in Scottsdale and that his department was looking for ways to increase community collaboration. Mr. McGill thought that being a pilot site might enable the City and School District to work together to learn more about after-school needs and actively collaborate with community members to develop solutions.

Project Planning—Mr. McGill set out to develop a project that would capture a broad range of information on the need for after-school services as well as the characteristics of families looking for after-school care. He knew that a survey would be an effective way to collect this information, but that attempting to survey all parents in Scottsdale schools—a District with approximately 27,000 children, 20 elementary schools, 7 middle schools and 5 high schools—would be a daunting, if not impossible, task. In March 2002, after consulting with colleagues at the City of Scottsdale and the Scottsdale School District, he decided to survey a sampling of parents and then augment this information with input from after-school service providers.

Mr. McGill planned to meet with providers of after-school care services after the completion of the parent survey. He hoped to use this group as a sounding board for the survey data and to strategize about outreach efforts.

The Parent Survey—Mr. McGill reviewed various after-school needs and assessment surveys developed in other states. From these samples he chose a variety of questions and added a few more to better reflect the issues he was interested in capturing. The draft survey developed by Mr. McGill covered issues including the kind of care currently used by families, the kind of care they would like for their school-age children in the out-of-school hours, and information on family characteristics. CAA staff reviewed the survey and made suggestions regarding wording and format. (*Appendix F*)

Mr. McGill decided to survey a sample of about 5,000 parents with children in Kindergarten, first, third, fifth and seventh grades in at least one elementary school and one middle school in each of the five district complexes—or about 10-14 schools. Mr. McGill believed that this would provide a wide variety of information on experiences in different parts of the School District.

support he met with several district staff including the Director of Service Learning, an assistant superintendent, and a School Board Member. These individuals questioned the purpose of the study and were concerned that the information could lead to negative portrayals of specific schools and the school district. Mr. McGill and Children's Action Alliance staff met with a school board member to explain the purpose of the collaboration and the survey. Based on suggestions from this meeting, the survey was revised and a new date for meeting with the Superintendent of the Scottsdale School District was set.

Based on the school district's negative experiences with previous surveys, Mr. McGill was advised that to be successful, the project would need the support of the school principals. The draft survey instrument was revised several times. In April of 2002, the principals discussed the project and reviewed the survey instrument. The principals cited a number of concerns with the survey instrument and wanted these issues addressed before they approved distribution of the survey. Because of their concerns and the approaching end of the school year, they decided to table the project until the 2002-2003 school year.

During the summer of 2002, Mr. McGill refined the survey instrument and planned for a roll-out of the project in the fall of 2002. In August 2002, he was informed that some of the principals had great concern over the amount of resources necessary to distribute the survey, the cost of incentives, and the use of the final survey data. Ultimately, the principals rejected the plan to distribute the after-school needs assessment through the schools.

In addition to the objections voiced by the principals, Mr. McGill encountered other barriers in moving the project forward. Members of his collaboration expressed concern over the process of the collection and the summarization of the data. Some groups did offer their services, but others were concerned about the pureness of the sample and the community's reaction to the information collected.

Revised Plan: In mid-August 2002, Mr. McGill began talking with supporters at the City and School District about alternative ways to survey parents about after-school needs. He investigated having the city print and distribute the survey directly, but budget constraints made this approach impossible.

As of late 2002, Mr. McGill still hoped to undertake this project and was examining alternative methods to collect the data. He was also looking at adding members to the collaboration who could assist in moving the project forward. The District Administration continues to support this project. Plans for distribution are tentatively scheduled for August 2003.

Pilot Projects Lessons Learned

The Scottsdale and Vail pilot projects provide helpful examples of what it takes to undertake a needs and assets assessment in a local community. While these projects were undertaken by different entities, in different parts of the state, and with different ultimate results, they provide a number of shared lessons that are important for others to learn before undertaking similar work. The lessons learned include:

Build on Existing Efforts—Rather than spend time creating new committees or new processes, include this project in already existing efforts. For example, one reason Vail was able to implement the parent survey was because they built on an established community collaboration and added the parent survey to an already existing consumer satisfaction survey.

Obtain Support of School Districts and School Principals—Because this kind of project relies so heavily on the participation of schools—for identification of parents, for distributing surveys, etc.—the project should work with school officials on every facet of the plan. It may even be more efficient for an arm of the school to be the lead agency on this kind of project. Regardless, making sure that all levels of school administration are supportive is essential.

Engage the Community—While a project like this might be done by just one entity—the School District or City, for example—it will be more effective if community partners are engaged. Partners can add information and a variety of perspective to the project. In addition, engaging community partners will demonstrate that the project has interest outside of the sponsoring agency.

Identify Advantageous Timing—In both Vail and Scottsdale, early fall was identified as a time that would be most effective to distribute a survey. It was believed that this is a good time to distribute the survey because after-school issues are on parents' minds and families may be more willing to participate in a survey or community discussion.

Pilot Test the Survey Instrument—To gauge if the survey developed will provide desired information, share a draft of the survey with a small number of parents before fully distributing the survey. Pilot testing the questionnaire will help uncover errors and clear up any confusion before the survey instrument is sent out to all recipients.

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Secure Adequate Resources—As with any research project, it is necessary to have adequate resources to ensure the project's success. Local pilot sites need financial resources to produce and distribute the survey, for return-mail postage, and to hold community meetings. In addition, pilot sites donated in-kind resources such as staff time and meeting space. It is important for sites to

secured before undertaking a needs and assets assessment project.

Target Survey Resources—In determining how many parents to survey, find a balance between a large number of potential respondents and the resources necessary to obtain a significant response rate. While it may be advantageous to survey all parents in a community, it may not be an effective use of time or resources to undertake the follow-up necessary to ensure that many parents respond to the survey.

Secure Technical Assistance—Community agencies seeking to undertake a needs and assets assessment benefit from technical assistance. This technical assistance can come in the form of getting help conceptualizing the project, reviewing survey instruments, setting up data analysis protocols, providing comments on drafts, and providing guidance on how other localities have conducted needs and assets assessments.

Link to Broader Efforts—Local needs and assets assessment projects are more likely to be undertaken and be successful if they are tied to statewide efforts to improve after-school services. This linkage is necessary to provide direction, support, leadership, momentum, and connections to other after-school needs and assessment projects. In addition, local projects may find it useful to have the backing of a statewide effort in persuading local programs and institutions to participate.

Conclusion

The experience of these pilot sites can help inform future efforts. First, it is clear that successful projects must be led by a school or school district representative—someone who has decision-making authority as well as ties to the broader after-school services community. Second, this effort should build on existing community coalitions rather than try to create a coalition just for the purposes of the needs and assets assessment. Third, entities conducting the needs and assets assessment need additional resources—such as staff time and funds for producing, distributing and collecting the survey—to ensure that the project operates smoothly and does not overly burden the sponsoring agency. Fourth, entities undertaking a needs and assets assessment benefit from the advice and support of a central organization, like Children's Action Alliance, as well as other sites engaged in the project.

Appendix A

Parent Survey on School-Age Child Care in Vail

ANONYMOUS SCHOOL-AGE CHILD CARE SURVEY

Parents, please help us identify out of school time service gaps in our District.

1. Please check the current arrangements you use for care of your child(ren) after school hours:

	Grade	Parent/ relative is home	Older child is home	Friend/ neighbor's home	Paid sitter comes to home	After School Program	Parks and Recreation Program	Child cares for self	Other (please describe)
Child #1									
Child #2									
Child #3									
Child #4									
Child #5									

2. How satisfied are you and your child(ren) with these arrangements? (Please circle one)

Parent: Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied

Child: Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied

3. Do you feel well informed about out-of-school time activities and childcare programs that are available in your area?

Yes ___ No ___

4. What prevents your child(ren) from participating in out-of-school time activities? (Please check all that apply and circle your #1 reason.)

Cost ___ Transportation ___ Time offered ___ Types of Activities ___ Quality of Program ___

Safety ___ Other: _____

5. What kinds of out-of-school time activities or programs would you like to see offered for school-age children? (Please check all that apply.)

Help with homework/tutoring ___ Sports ___ Drama/music/dance ___ Arts and crafts ___ Free play ___ Science ___

Other: _____

6. When do you need programs and activities available for children the most? (Please number in order of need, with "1" being your greatest need and "6" being your least):

Before school ___ After school ___ On weekends ___

School inservice and half days ___ School vacations and breaks ___ Evenings ___

7. Is there anything else you would like to tell us about your school-age child care needs?

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Appendix B

Inventory of Out-of-School Opportunities in Vail/Rita Ranch

Out-of-School Programs in the Vail/Rita Ranch Area

Name of program	Location	# children attending	Ages of children	Length of program (days/wk, hrs/day)	Drop-ins?	Waiting list?
Arizona Tae Kwando	Desert Willow, Acacia	30-35	K-adult	1-2 days/wk, 1 hr.	Yes	No
Boy Scouts	Acacia, Desert Willow, Cottonwood, Mesquite	140	5-11	1 day/month, 2 hours	Yes	No
Colossal Cave Mountain Park	16711 E. Colossal Cave Rd.	4-5 school groups a week, groups of up to 100	Preschool-college	As needed, during the week, tours last 20 min.-1 hr.	No (need advance notice)	No
Football Camp	Desert Willow, Cienega H.S.	85	5 yrs-8 th grade	4 day camp for 2 hrs/day	Yes	No
Girl Scouts	Acacia, Desert Willow, Cottonwood, Mesquite	145	6-14	1 day/wk, 1-2 hrs/day	Yes	No
Jerelyn Jenkins Gardner Fine Arts School	7830 S. Camino Mirlo	15	3-16		Yes	No
Karate Kidz	Mesquite Elementary	30	4-15	1 day, 1 hour	Yes	No
New Hope Baptist Church Youth Group	Vail School, Mesquite once a month, at home of leader the rest of the time	13-14	12-14	1 day/wk, 1.5-2 hrs	Yes	No
Noah's Day Care	7901 S. Rita Rd.	25 (max. of 40)	2-5 yrs for daycare, K-6 th grade	5 days/wk, 2:15-6:00pm	Yes	No

Name of program	Location	# children attending	Ages of children	Length of program (days/wk, hrs/day)	Drop-ins?	Waiting list?
Pima County Parks and Recreation	Acacia	35-40	5-12	5 days after school until 6pm	Yes	No
Preschool and Extended Care (Acacia)	Acacia	190	3-11	5 days, 7am-6pm	No	Yes
Preschool and Extended Care (Cottonwood)	Cottonwood	190	3-11	5 days, 7am-6pm	No	Yes
Preschool and Extended Care (Desert Willow)	Desert Willow	224	3-11	5 days, 7am-6pm	No	Yes
Preschool and Extended Care (Mesquite)	Mesquite	151	3-11	5 days, 7am-6pm	No	Yes
Rincon Ballet	Civano Community Center	55	3-12	1 week, 1 hour, year round	No	No
Rita Ranch?	Mesquite	13	4-13	2 days/wk, 30 min/subject	No (testing and parent orientation required)	No
Springs Gymnastics	9267 E. Old Vail Rd.	350-400	12 mon-17 yrs	Mon.-Sat., 3 day/wk, 1 hr. class	Yes	No
Vail Remedial Classes (District)	Schools within district	202	3 rd -10 th grade	5 days a week, 3 weeks, 3 hours	Na	Na
Vail Valley Baptist Church Pioneer Club	Old Vail Middle School	9-16	3 rd grade-HS	1 day/wk, 7:00-8:30pm	Yes	No

Other programs (no information)

- Arizona Youth Sports
- Arizona Youth Soccer Organization
- Little League Baseball
- Just Horsin Around
- Pantano Soccer Club
- Bobby Socks Softball

Appendix C

Summary of Vail Survey Results

Anonymous School-Age Child Care Survey

Number of surveys sent out: 1,200

Number of surveys returned: 417 or 35%

Total number of Children: 688

What grades are your children in?

Kindergarten: 11% Grades 1-2: 16% Grades 3-4: 17% Grades 5-6: 21%

Grades 7-8: 27% Grades 9-12: 7% Other: 2%

Where do your children go during out of school times? (688 children)

A parent or relative is at home:	45%
Older child is at home:	8%
At friend or neighbor's:	5%
Paid sitter:	2%
After School Program:	13%
Parks and Rec Program:	4%
Child cares for self:	20%*
Other:	3%

*K-0% 1st-1% 2nd-2% 3rd-3% 4th-3% 5th-7% 6th-24% 7th-25% 8th-16% H.S.-13%
Unknown: 6%

How satisfied are you with your out of school times child care arrangements?

	<u>Parent</u>	<u>Child</u>
Very satisfied:	75%	70%
Somewhat satisfied:	16%	16%
Somewhat dissatisfied:	5%	4%
Very dissatisfied:	2%	0.5%

	<u>Very Satisfied</u>	<u>Somewhat satisfied</u>	<u>Somewhat dissatisfied</u>	<u>Very dissatisfied</u>
Parent at home	89%	11%	0	0
Older child	34%	47%	19%	0
Friend/neighbor	60%	20%	10%	10%
Paid sitter -	60%	15%	15%	0
AS Program	89%	5%	3%	3%
Parks and Rec.	60%	20%	20%	0
Cares for Self	40%	39%	17%	4%
Other	62%	15%	8%	15%

Do you feel well-informed about out of school time activities and childcare programs available in your area? Yes: 55% No: 45%

What prevents your child from participating in out of school time activities? (Parents answered all that applied.)

Cost: 29% Transportation: 31% Time Offered: 19% Types of Activities: 17%

Quality of Program: 10% Safety: 6% Other: 12%

What types of out of school activities would you like to see offered? (Parents answered all that applied.)

Homework/Tutoring: 48% Sports: 56% Drama/music/dance: 50%

Arts/Crafts: 40% Free Play: 13% Science: 54% Other: 3%

When do you need programs and activities available for kids the most?

Before School: 5% After School: 45% School inservices & 1/2 days: 11%

School vacations/breaks: 34% Evenings: 3% Weekends: 4%

COMMENTS:

Is there anything you would like to tell us about your school-age child care needs?

A bus that picks up closer to our home.

KIDCO is too noisy, my daughter complains of headaches.

We don't need after school child-care. But arts & crafts would be fun.

I would like to see gifted programs/activities offered for students who are gifted or who may have the desire to exceed to their highest potential.

I am a housewife so my kids are very content with our current situation.


Our kids are very active in school sports as well as league sports so we are very happy with things just the way they are. Thank you for the concern!

We always have a parent at home so we would only use out-of-school time activities for extra fun.

I doubt you can fix this, but I used to have my kids come home on the Activity Bus -- now the high school kids ride the same bus. Once my 7yr. old started coming home with "high school" phrases, I had to stop that & add 30 miles to my day to pick them up.

Sports, activities offered to 6th grade

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 Undercottage program is so good I pay to have my child attend 5 days/week even though I stay at home. It is a wonderful complement to the kindergarten.

No -- I'm able to be at home when they are!

My daughter was enrolled in the reading tutoring program & I'm not sure how that program really worked because she would come home with her whole homework packet done. I guess I would like the tutoring program to be a little more serious.

Expand Kidco -- make a requirement to get kids out of Kid-Co that can afford after care. Too many kids in Kidco. Taking up slots of poverty level kids. If poverty level kids have no where to go - they get in trouble.

Too much money!

Kindercottage did us good
Children need a more structured setting than what is being offered now for Kinders.

I think it's ridiculous that you do not have all day Kindergarten. My child has speech and language delay and he needs to be there all day. The special teachers that work with him also say he needs to be in school all day.

Shame on you. Parents oftentimes don't have the luxury of planning months in advance, and not allowing for last minute cancellations without forfeiture of fees places an economic burden on many families.

Working parents need help - if our kids are doing something they enjoy with people who enjoying working with kids, parents are grateful and might have less guilt about having to leave their kids while working.

My children were in after care last year. However, I never received the paperwork to re-enroll them. When I called to see if I could find out when I should expect to receive the paperwork I was told the after care program was full. I was then left for no place to care for my children. This has been very inconvenient for us, not to mention worrying about my children who are now staying @ home after school.

I would like to be able to do AR during the school day while kids are on break.
He is almost 12 years old and take care of himself. He gets upset because he cannot leave the property unless his sister or parents are home.

He would need a lot of supervision being an inclusion student.

Make them reasonable in cost.

Acacia -- Kindercottage seems to be well staffed with good student control and loving care. I would not hesitate to place a child in Kindercottage if the need arose. But I would go to great lengths to avoid off track care and parks and rec. From my observations, there seems to be very little student control and the maturity of the staff from both programs is sadly lacking. I am truly grateful that I do not need the services of either the off track or parks and rec programs.

Would like to see more after school activities that are supervised & well-organized.

With the year/round modified calendar, there are not many programs available during Oct./March. Most programs follow traditional schedules & are only available during summer time. Working parents would find it very difficult if it were not for the Community Services programs. Additionally, since we are located so far away from ANY facility that could provide after school or off track care, transportation becomes a MAJOR problem. I don't want my child being transported thru town & back on a daily basis. The Vail Community services program provides an ESSENTIAL service to the many working families in the Rita Ranch area. I hope the program continues in full strength!

have a sitter now, though I don't know about next year

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Are there any programs set up now that are available on weekends? If there is, someone should notify the neighborhood to put out a note regarding this, or any teachers/teenagers who babysit on weekends or have a service so that parents can utilize their service.

It would be great to be able to have a drop in program where when parents have an emergency situation the children can stay at school till someone is able to pick them up - say till 5 or 6 pm.

Medical attention if required/or necessary

It would be great to have options on school holidays when most people work. I've needed to use up alot of my vacation time for these days.

I do like the breaks of green track better than 3 months off in the summer.

Before school care through Kindercottage gets expensive and didn't start early enough. Kidco is a great program!! My kids used it for a couple years!
Homework help is the most important. I could help, if I knew the new terminology.

More parent envolment, some kids need their parents there due to behavior!!

There needs to be better after school provisions for our children in surrounding areas. Especially in the more rural areas, and for parents that don't work in Tucson, or in the Service. Many parents live and work in South Tucson, Nogales, and Green Valley. Mesquite and Acacia are very far for us -- Possibly an answer would be to bus our children to the parks & rec program at Sahuarita Park.

Being a stay at home mom helps us in this area tremendously.

Make parents more resposnabile for the kids too many children unattended

It would be nice to have a gathering place for kids to be with their friends especially on breaks.

I normally would not need care after school if the Middle School children came home before the elementary. That few minutes difference makes a hardship.

The school is too far away from our work travel schedule to warrant after school care (18 miles round trip from Corona de Tucson). We travel Sahuarita Rd -> Tucson.
To be able to have morning kindergardeners stay til older siblings get out of school.

Older children should be home first!

Transportation is a great problem (when available) drivers don't care about children, drive carelessly, don't treat them well.

One-on-one mentoring-tutoring for entire school year for children who fall in the (Middle) not special needs just for an added Boost - to Excellence.

My child can't get into the after school program at KIDCO because there's no room. I hear that there will be more available room after July. That would be nice so that my 3rd grader could be at the same place (school) as my preschooler all day.

My child is pretty capable of caring for himself and has demonstrated a responsible attitude regarding this, however, when a child does commit his/her time it would be nice if the instructors where as committed as the child.

Nothing is available for my Middle School Children

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The need for proper supervision & training for qualified staff is very important for them to be included in out of school activities.

My kids like to stay home alone - they are not interested in the activities offered; I would like them ed in an organized, regular activity during breaks, but can't convince them to join school clubs; son sports @ school, but daughter can't because she's in 6th grade.

It would be nice to have day camps in the area for older children during school vacations & breaks. My older children are home after school & that's fine. But they get bored during the vacation & breaks!

All will change next year when she is full day -- do not know enough about Kidco or other programs to judge

I am worried that when next year rolls around my children won't have an after school program (free) or any off-track program(s) at the school.

It's my job to care for my children, not the district's.

It is not the child care needs so much, somewhat dissatisfied is because Kindergarten is not a full day and the transitioning thru out the day can be confusing for the children. Would like to see a better system for the cost involved when full time care is needed.

At our home, it is relatively unproblematic because our kids are able to take care of themselves pretty well. However, for many elementary & middle school students it is rather lonely to leave from & come home without a caring adult there. No matter how independent they are, something is missing. Activities @ school would make that a different, less "abandoned" experience. We would be willing to pay for an "extended schoolday" -- something along the lines of after school care for the middle school. Of course there is no guarantee that our kids would like it -- they may prefer playing computer games @ home where they get into the chips and lie on the floor with the radio blasting!

Interested in KIDCO, but never responded to me about availability.

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Vail School District School Age Care Research Project Summary of Results

In the Spring of 2002, the Vail School district undertook a survey of elementary- and middle-school parents to ascertain the kinds of settings children are in during the after-school hours and the need for additional after-school activities. In addition, school district staff with the assistance of the Children's Action Alliance identified the supply of after-school activities in the Vail area. This reports summarizes the methodology and key findings from this research project

The Vail School District is located on Pima County's east side and contains seven regular public schools and one charter school. This primarily rural District is uniquely situated --it spans the far east side of the city of Tucson and the communities of Vail and Rita Ranch. Therefore, some Vail School District families are served by City services while others are served by County services. Of the District's more than 4900 students, about 15% participate in the free and reduced price lunch program.

Methodology: To ascertain the need for after-school activities, the Vail School District sent a one-page survey home to 1200 parents with children in elementary and/or middle school. This after-school survey was an addendum to the District's annual survey of parent needs that was sent to every parent in the District.

The 417 completed surveys—a 35% response rate—represented the experiences of 688 Vail School district children. 11% of the children were in Kindergarten, 16% in grades 1-2, 17% in grades 3-4, 21% in grades 5-6, 2% in grades 7-8, and the remaining 9% in high school.

In addition to the survey, Vail developed a short questionnaire that was used to gather information on after-school activities in the District. This questionnaire was used by Vail staff, with the assistance of the Children's Action Alliance, to conduct short-telephone interviews with 19 programs offer some form of after-school activity.

Parent Survey Findings: Several important findings emerged from the Vail School District survey, including:

- **After-school arrangement**—when asked where their children are in the after school hours, 45% of parents reported that a parent or other relative is at home, 28% of Vail children are home alone or are in the care of older siblings, and 17% are in an after school program or in a Parks and Rec program.
- **Middle school children home alone**—of the Vail youth that are home alone in the after-school hours, 65% of them are in grades 6-8.
- **Satisfaction with after-school setting**—75% of parents reported being very satisfied with their current after school arrangements while 7% reported being somewhat or very dissatisfied.
- **Information about after-school activities**—45% of parents indicated that they were not well-informed about after-school opportunities for their children.

- **Barriers to after-school programs**—31% of parents indicated transportation problems and 29% indicated cost issues prohibited their children from participating in after-school programs.
- **Times out-of-school programs are needed**—45% of parents indicated they needed more activities after-school and 34% indicated they needed more activities during school vacations and breaks.

Summary of After-school activities: A variety of kinds of programs are available for children in the after-school hours. These activities ranged from formal after-school programs, such as those offered by the Vail School District, to informal, drop-in programs, to seasonal sporting activities, such as a football camp.

- **Kinds of after-school activities**—Of the 19 programs interviewed, 84% were ongoing activities, such as District sponsored aftercare programs. The remaining 16% were temporary/short-term activities, such as a week-long football camp.
- **Ongoing after-school programming**—of the 16 ongoing activities, six provided “care” as opposed to “opportunities” in the after-school hours. For example, Noah’s day care provides care year round, 5 days a week for children in the after-school hours. As opposed to Girls Scouts which has an enrichment opportunity one day a week for several hours after school.
- **Youth served in more formal after-school programs**—the programs that offer “care” in the after-school hours could enroll as many as 835 children in the elementary and middle school grades.

Conclusion: The survey of Vail School District parents identified several kinds of needs related to after-school opportunities.

- A goodly proportion of school children are going home alone in the after-school hours. Going home alone is most prevalent among middle-school children.
- As might be expected, working parents are looking for a variety of care and enrichment opportunities for their children in the after-school hours. However, stay-at-home parents were also looking for additional activities to enrich the after-school hours.
- Parents wanted more information about after-school opportunities for their children.
- There are a limited number of after-school programs available for Vail School District children. Many of these programs are not ongoing and do not offer services everyday after school.

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Appendix D

Newspaper Articles on Vail After-School Project August, 2002

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8/21

Southeast Side middle school issue

Town hall to focus on after-class activities

By Tim Ellis
ARIZONA DAILY STAR

Leaders from around the Southeast Side want to help keep middle school kids out of trouble during the gap between the end of the school day and when parents get home.

Ideas that emerge from a town hall Aug. 27, 6-8:15 p.m. at Desert Sky Middle School, 9850 E. Rankin Loop in Rita Ranch, will be used to develop after-noon programs, said Calvin Baker, Vail School District superintendent.

Special attention is being paid to kids in grades six-eight because they don't have as many after-school programs as kindergarten-fifth-grade students, nor high schoolers, Baker said. Middle schoolers who live in a two-income-earner household and often get home before their parents are especially at risk for trouble.

A survey of parents conducted last spring by a Phoenix-based group known as the Children's Action Alliance "showed there was concern about the

problem" among district residents, Baker said.

Because of the survey results, district officials decided to focus on the issue for the annual town hall the district has held with religious leaders for the past two years, he said.

David Gainey, pastor at The Oasis at Rita Ranch, said the surveys revealed "a good number of parents were concerned that a large number of kids are basically unsupervised during that time — some of whom are supervising kids who are elementary age."

"They need something to do," said Gainey, a former site council member at Desert Willow Elementary and father of a toddler, a preschooler and a first-grader.

Baker said town hall organizers will ask those attending for their observations on the issue and to answer the question: Is it a problem in Vail? If so, what should be done about it? And finally, he said, "What are you willing to do about it?"

Gainey said the religious leaders understand that the an-

swer may include church activities, but that's not the whole solution.

"I think that ultimately most of the religious leaders probably would agree that if you want to help large segments of the population, you're going to have to offer something besides Bible study," Gainey said.

Baker said three possible after-school activities to be discussed in three workshops during the town hall are a basketball camp and art and science programs.

Gainey said he expects to hear suggestions for some sort of intramural sports program.

The district doesn't have an after-school sports program, Baker said.

Shannon Woolridge, assistant to the principal at Desert Sky Middle School, said some teachers there have said they're interested in starting a sports program.

The school offers several non-sports after-school programs, including chess and drama clubs, yearbook production and art.

Baker said the school district

Rita Ranch is site of event

• The Aug. 27 town hall on after-school activities for middle-school youths is set for 6-8:15 p.m. at Desert Sky Middle School, 9850 E. Rankin Loop in Rita Ranch.

• Organizers ask those interested in attending to RSVP as soon as possible by calling 762-2031.

• To find out more about the Children's Action Alliance, go to the Web site at: <http://www.azchildren.org/caa/welcome.asp>

can't solve the problem, but it can help.

"We have the staff, we have facilities, we have resources. But those would have to be used in conjunction with the community, including churches, to really work."

► Contact Tim Ellis at 807-8414 or tellis@azstar.net.

Editor: Tim Konski / Telephone 520-573-4101 / Fax 573-4107 / E-mail tkonsk@azstarnet.com

Tucson/Region

ARIZONA DAILY STAR • SERVING PIMA, COCHISE, SANTA CRUZ AND PINAL COUNTIES

B
SECTION

Thursday
August 29, 2002

After school - home alone

By Tim Ellis
ARIZONA DAILY STAR

Parents and educators in Tucson worry about the safety of middle-school students, who often don't have any organized after-school programs or activities to keep them occupied and off the streets.

The greatest concern is over so-called "latchkey kids," who come home to an empty house because their parents work.

A UA child education expert said the issue of keeping middle-school students

busy after school is a serious concern: Most juvenile crime, she said, occurs between 3 and 6 p.m.

Two local school districts offer middle-schoolers some after-school activities, and now a third is trying to get some programs going.

Supporters of an effort in the Vail School District met Wednesday to go over dozens of suggestions from parents and other participants of a town hall meeting Tuesday.

Although they've just begun working on the problem, officials are looking into keeping the district's schools open until 6 p.m., said Rosemary McCain, a district official who organized the town hall.

The need is great, said Michael Coats, one of the parents at the town hall, which was co-sponsored by the Vail School District, local religious leaders and the Children's Action Alliance — a Phoenix-based children's advocacy organization.

SEE LATCHKEY / B8

LATCHKEY

More than others, middle-schoolers need activities

Continued from Page B1

"There aren't a lot of things for kids to do out here," Coats said. "The schools should provide more activities."

A lot of parents around Tucson might say the same thing. Generally speaking, most districts offer clubs and organized sports teams for students to participate in after school. However, many don't have any general activities or programs that would keep the rest of the students occupied after school.

Officials with Amphitheater, Sunnyside and Tucson Unified School districts said their districts don't offer intramural sports or other general after-school activities for all middle-school students.

Catalina Foothills School District does have a general after-school program available for all middle- and high-schoolers, and it's about to begin one for elementary schools, said Debbie Ross, who runs the program for the district.

The Flowing Wells School District has several middle-school clubs to keep some students busy after school. Also, the library and computer lab at Flowing Wells Junior High remain open until 4:15 p.m., said David Baker, principal at Flowing Wells Junior High School.

Providing activities for middle-schoolers is not just a matter of giving bored preteens something to do; it's very important because kids that age are just beginning to explore the world around them, said Kris Bosworth, a professor at the UA College of Education and an expert in child education and at-risk prevention.

"Kids are so curious at the middle-school age," Bosworth told about 100 people at Tuesday's town hall at Desert Sky Middle School, 9850 S. Rankin Loop in Rita Ranch.

Latchkey kids are especially prone to get into trouble after school and before Monday.



Drama club students at Orange Grove Middle School improvise in an after-school program. Parents, educators and students say they'd like to see more such activities after school's out.

for kids. Many of these kids, if they had something to do, would not be breaking the law."

The more they have to do, the better, said Martha Rothman, another expert.

"We think, and educators think, that kids in that age group need to be kept as busy and occupied as possible," said Rothman, executive director of Tucson-based Child and Family Resources Inc.

The "vast majority" of latchkey kids are in middle school, she said.

Harvey Encinas, program coordinator for Kidline, a hot line for kids who need someone to talk with, said about half of the 40-some calls he gets from 3 to 6 p.m. weekdays are from middle-school children who are home alone.

Rosemary McCain, a community services coordinator in the Vail School District, said the scope of the problem became evident in March after a district survey showed 25 percent to 30 percent of students in that age group came home to an empty house.

According to the survey, some of those kids also baby-sit a younger sibling, McCain said.

districts don't provide many activities for kids in that age group, she said.

The activities that the district will try to offer, and help get other organizations to offer, are not intended solely for latchkey kids, McCain said. They would benefit all students.

A few dozen middle-school students at the Vail town hall also had some suggestions.

Kyle Bone, 11, a sixth-grader at Desert Sky Middle School, said he would like to see more

after-school sports for all students, and clubs that would offer activities that last longer than a half-hour or hour.

Zack Forrest, 13, an eighth-grader at Desert Sky, said he wanted more opportunities to play basketball, especially a basketball camp. He also would like classes or workshops for hobbies such as building model airplanes and rockets.

Contact Tim Ellis at 807-844 or at telis@stazstar.net.

After school — and at risk

► Middle and high school students who responded to the Federal Centers for Disease Control and Prevention's 2001 National Youth Risk Behavior Survey said these are among the things they've done after school:

BY THE NUMBERS

33% have been in a physical fight	30% had five or more alcoholic drinks
17% carried weapons	24% used marijuana
9% attempted suicide	15% used inhalants
29% smoked cigarettes	10% used amphetamines
47% had at least one alcoholic drink	46% had sexual intercourse; 14% had sex before age 13.

After-school program numbers

- Parents: To find out more about after-school programs, call:
 - YMCA of Tucson - 795-9725 (central office); 885-2317 (ON Family YMCA)
 - YMCA of Tucson - 884-7810
 - Boys & Girls Clubs of Tucson Inc. - 573-3533 (main administrative office)
 - Kids: If you're home alone and need to talk to someone, call Kidline at 795-8855. The hot line is open 3-8 p.m. weekdays.
- Child and Family Resources Inc. - 881-8940
- Pima County Natural Resources, Parks and Recreation - 877-6000
- City of Tucson Parks and Recreation - 791-4873

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Appendix E

Brochure on After-School Activities In Vail/Rita Ranch

**Desert Sky Middle School
762-2700**

After School Tutoring Monday-Friday

Art Club – Friday

Bowling Program – Fridays Nov 15 thru
May 2003

Chess Club – Tuesday*

Cheer Up Club – Wednesday (every
other)

Sugar News Central – Mon-Fri*

Drama Club – Thursday

Light/Science Club – Tuesday (every
other)

Golf Club – Wednesday*

Intramural Basketball – March 25 thru
May 8 Tues-Thur Sixth Graders only

Intramural Football – Oct 22 thru
Nov 5 Tues-Thur Sixth Graders only

Mountain Explores – one time per
month

National Junior Honor Society –
Thursday (every other)*

Robot Squad - Oct-March Mon & Wed*

Student Council – Thursday (every
other) *

Wrestling Camp – November Mon-Thur

Yearbook Club - one time per week *
These activities are full at this time.

After School Sports

Baseball – Aug thru Oct

Softball – Aug thru Oct

Girls Basketball - Oct thru Dec

Girls Softball – Oct thru Dec

Girls Basketball – Jan thru Mar

Girls Wrestling – Jan thru Mar

Girls Baseball – Mar thru April

**Old Vail Middle School
762-2400**

After School Tutoring – Mon-Thur

Band - Beginning, jazz, tutoring and
ensemble groups

Parent/Student Resource Night -
Wed

Odyssey of the Mind - Nov thru April

Student Leadership

Computer Lab - one day per week after
school hours

Boy's Flag Football - Aug thru
September

Girl's Volleyball - Aug thru September

Boy's Basketball – Oct thru December

Girl's Softball – Oct thru December

Wrestling - Jan thru March

Girl's Basketball – Jan thru March

Boy's Baseball – March thru April

Cheerleading – During boys basketball

Track – Single Event

**Community Activities
762-2032**

**Sunshine Generation of Tucson
Dance** – Wednesday 3-7pm Desert Sky
Middle School 885-9141

Boy Scout Troop #772 – Monday
6:30pm Desert Sky Middle School

Girl Scout Cadet Troop – if there is any
interest

American Tae Kwan do - Monday and
Wednesday 6:15pm Desert Willow

Karate Kidz – Wednesday 7:15pm
Mesquite Elementary

4-H Vail Vaqueros - 2nd Wednesday of
every month 7pm Old Vail Middle School

Pantano Soccer Club – Monday thru
Friday 4-8pm

Rincon Ballet – Monday thru Friday
Jennifer Neuser 574-9038

Church Group Activities

**Vail Valley Baptist Church Bible
Study Group** – Thursday 7pm Old Vail
Middle School

Ignite the Night – Friday 7pm
Crosspoint Community Church 574-1776

**After school activities for
middle school students
that are available in the
Vail, Rita Ranch areas.**

Appendix F

Draft Parent Survey on After-School Needs in Scottsdale

SCHOOL NUMBER CODE__

Draft

The State of School-Age Care in Arizona

ASSESSMENT OF SCHOOL-AGE CHILD CARE NEEDS

Please answer each question as it best describes you and your family. There is no "right" answer. All information will be kept COMPLETELY CONFIDENTIAL.

I. CURRENT School-Age CARE

A. Thinking of your school-aged children, what grades are they in this school year?

Number of Children

___ KINDERGARTEN

___ GRADE 4

___ GRADE 1

___ GRADE 5

___ GRADE 2

___ GRADE 6

___ GRADE 3

___ JUNIOR HIGH SCHOOL

___ HIGH SCHOOL

B. What kind of before and after-school arrangements do you use for your youngest school-aged child?

Please check all the types of care that you use in a normal week.

Child stays:

(1) ___ At home with a parent

(2) ___ At home with another adult (what relationship? _____)

(3) ___ At home with an older child (How old is the other child? _____)

(4) ___ At home alone or with younger brothers/sisters

(5) ___ At a relative's house

(6) ___ At a friend's house

(7) ___ At a parent's workplace (What kind of work _____)

(8) ___ In the home of a paid care provider (a family day care home, a neighbor's home, etc.)

- (9) ☐ In a child care program (for example, at a child care center)
- (10) ☐ At a meeting, lesson, class, team practice, recreation activity, etc.
- (11) ☐ Other (Please describe: _____)

C. What problems do you have with before and after school care for your youngest school-aged child?

Check all that apply

- (1) ☐ Difficult to coordinate child care with my working hours (or school)
- (2) ☐ Trying to arrange transportation for my child from school
- (3) ☐ Cost is too high
- (4) ☐ I can't find care that I like
- (5) ☐ I worry about my child while I'm working
- (6) ☐ Our problem is before-school care
- (7) ☐ My child misses out on activities or time with friends
- (8) ☐ Providing care when my child is sick
- (9) ☐ It's a problem if I need to change my work hours or work overtime
- (10) ☐ No problems experienced
- (11) ☐ Other (please describe) _____

II. SCHOOL AGE CARE NEEDS

A. How often would you use supervised programming for your youngest school-aged child, if it were available?

(Check one)

- (1) ☐ Probably not at all
- (2) ☐ Every school day
- (3) ☐ Two to three times each week
- (4) ☐ On an irregular basis

B. What is the earliest time you might need before-school care?

- (1) ☐ No need
- (2) ☐ 6 a.m. or earlier
- (3) ☐ 6:30 a.m.
- (4) ☐ 7:00 a.m.
- (5) ☐ 7:30 a.m.

C. If you arranged after school care, what might be the latest time you would normally need to pick up your child?

Check one

- (1) ___ No need
 (2) ___ 4:00 p.m.
 (3) ___ 4:30 p.m.
 (4) ___ 5:00 p.m.
 (5) ___ 5:30 p.m.
 (6) ___ 6:00 p.m. or later

D. While age is not the only consideration for parents when leaving a child alone, **what age do you think most children can stay by themselves. . .**

every day BEFORE school? (Circle the age below.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

every day AFTER school? (Circle the age below.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

E. Please indicate how important each of the following factors would be in deciding whether to use a program before or after school for your children. (Circle the number of your response)

BEFORE AND AFTER SCHOOL

	Very Important	Somewhat Important	Slightly Important	Not Important
a. Types of activities	1	2	3	4
b. Quality of the program	1	2	3	4
c. Transportation	1	2	3	4
d. Cost of Program	1	2	3	4
e. Other, describe				

Of the items listed above choose the most important factor in whether or not to use such a program. (Write the letter in the box).

Most Important Factor

F. Below is a list of activities that could be offered in before and/or after school programs. (Circle the five activities you would most like to see in your program)

1. Homework/ tutoring
2. Cooking/ home skills
3. Money management
4. Community service
5. Building self confidence
6. Activity exercise
7. Health/ safety
8. Music
9. Field trips
10. Fun sports

11. Arts/ crafts
12. Free play/unstructured time
13. Science
14. Reading
15. Dance
16. Drama
17. Nature Study
18. Environmental awareness
19. Other (specify)

III. FAMILY INFORMATION

Finally, we would like some information about you for statistical purposes.

A. What is your gender? (Circle the number of your response)

1. Female
2. Male

B. What is your age? (Circle the number of your response)

1. Less than 20 years
2. 21 - 30 years
3. 31 - 40 years
4. 41 - 50 years
5. 51 or more years

C. What is the highest level of education of you and your spouse?
(Circle the number of your response in each column)

	Yourself	Spouse
1. High school graduate	1	1
2. Some college or vocational school	2	2
3. College graduate	3	3
4. Advanced college degree	4	4

D. What is your household structure? (Circle the number of your response)

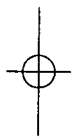
1. Single parent
2. Both parents in home
3. Step parent
4. Multiple family home (shared with friend or relative)
5. Other

E. Please indicate the employment status of those adults living in your home.
(Circle the number of your response)
Employment status outside home

	Full-time	Part-time	Not Employed
Mother	1	2	3
Father	1	2	3
Other provider	1	2	3

Is there anything else you would like to tell us about your school-age childcare needs?

THANK YOU! PLEASE HAVE YOUR CHILD RETURN THIS TO THE TEACHER



**CHILDREN'S
ACTION
ALLIANCE**

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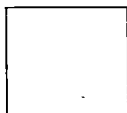


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